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ABSTRACT

Market saturation and diminishing opportunities are imminent in fields heavily favored by blacks in college: the social sciences, home economics and education. Future opportunities will come in fields presently unpopular or unknown to blacks: engineering, accounting, library science, urban and regional planning, health professions, and computer sciences. The southern states' Institute for Higher Educational Opportunity has served since 1967 as a vehicle to promote black educational progress. Its activities have included direct financial aid to institutions, advisory assistance, regional workshops, writing conferences, planning sessions, and more than 25 published studies. The emphasis in these activities has been on recruitment, admissions and retention, building curricula, and institutional sharing. Some statistical data on enrollments and job prospects, examples of interinstitutional cooperation, and a brief bibliography are included. (MSE)

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REGIONAL SPOTLIGHT

SOUTHERN REGIONAL EDUCATION BOARD

NEWS OF HIGHER EDUCATION IN THE SOUTH

Vol. XI, No. 1

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Manpower and the Minority Student

Indisputably, black enrollment in college is rising, with predictions of doubling by the century's end. And those who are graduating today are far better prepared to meet the occupational challenges of mainstream America than they were in the past.

The proportion, though, is low. Of the black age group, 18-21, barely one-fourth is attending college, compared to over one-third of white students of the same age, reports the Bureau of Census. Research also suggests that blacks drop out of college at the rate of 29 percent.

The consequent small size of the black professional class, blames the Carnegie Commission on Higher Education, is "the greatest single handicap the black community faces in its efforts to raise standards of living, production, consumption, and education."

Further, a forthcoming report on manpower and education, published by the Southern Regional Education Board, warns of market saturation and diminishing opportunities in those fields heavily favored by those blacks who are in college—the social sciences, home economics, and education.

Although affirmative action programs may possibly offset scarcity of openings in these and other areas, such as communications, architecture, law, pharmacy, psychology, letters and biological sciences, the report added that the job search will be easier for those who earn degrees in fields where job openings exceed numbers of emerging graduates of all races.

According to the report, future occupational opportunities for blacks will emanate from fields of study presently unpopular or unknown or unavailable to most blacks—fields such as engineering, accounting, library science, urban and regional planning, health professions, and computer sciences.

From Here to Equality

Recognizing that "all deliberate speed" of equal education was critically central to black achievement, a bi-racial SREB commission gathered ten years ago to examine the status of all postsecondary education and to redefine its roles and responsibilities within the context of a unified educational system.

The commission's year-long study made public some discouraging facts concerning higher education in the South, as well as the educational discrepancies between traditionally black and white institutions, documenting an outline of target areas in which some significant impact could be made, including the expansion of study opportunities for the region's blacks.

In 1967, fourteen Southern states adopted the commission's recommendations, pledged financial assistance and authorized an Institute for Higher Educational Opportunity as a vehicle to promote black educational progress which, the commission reported, "can no longer be measured—if, indeed, it ever could—against the neglect of the past; it must be measured against the distance from here to equality."

"Our purpose," said James M. Godard, the Institute's first director and now special consultant, "was to help the minority student through the rigors of the educational process, to provide opportunity for him to grow in self-concept and discover who he is in a complex society, and to help him find a meaningful place within that society."

The Institute was and continues to be a regional commitment of energies to the enrichment of black education, touching in various ways nearly every college and university in the South through one or more of its programs. A few institutions have received direct financial aid; others, advisory assistance; still others have participated in the more than 80 regional workshops, writing conferences

and planning sessions, sharing both progress and problems of specific goals with colleagues throughout the South.

More than 25 studies have been published (many resulting from workshop activities) on blacks in the community college, in the black college and in the white; on curriculum needs—remedial and standard—of the black institutions; new careers and curriculum change, counselor training, non-traditional approaches to assess the academic potential of black students; interinstitutional cooperation; compensatory instruction; summer transitional programs for the academically talented black student; achieving unitary state systems of higher education, and teacher education, in addition to a study of the white student on the black campus.

"Aiming young blacks toward their greatest intellectual potential was our goal during the last decade," said Institute director William C. Brown. "Now we must create a better atmosphere for professional study. Proper recruitment can bring these opportunities to the attention of young minority students; enlightened counseling can assure sufficient pre-college preparation; restructured admissions policies will give those unprepared but promising students a fighting chance for a better life.

"One of the major challenges today is curricula—making those professional or preprofessional programs available on more campuses. For instance, although there are many such programs offered at predominantly white institutions, how many black universities give engineering degrees or nursing degrees, or even ground the student sufficiently in those particular programs so that he may transfer to a school that does?"

The answer is not many. But more than a decade ago. And less today than there will be in the future.

Recruitment

Last spring, representatives from 34 Southern black institutions discussed these issues at an Institute-sponsored conference on allied health sciences. Student recruitment is a basic essential because, as one college official viewed it, "Our students are not aware of many minority persons who have experienced success in these fields. They may know of one black doctor or nurse, but seldom have they seen a black pharmacist or X-ray technologist or physical therapist. They have little idea of the high school background needed to enter such programs. They don't know how many years of study are required, and perhaps most important, they are skeptical of the available job opportunities when they complete such programs."

Getting this information to the student—and preferably before he enters the eleventh grade—is considered primary to many black educators.

Scholastic testing in high school usually determines the extent of encouragement a student receives to continue on the college level, and "high school counselors tend to ignore those minority students who are not in the upper one-fifth of the academic class," was one observation. "It's a tragedy. You and I know there are many fields that any young person with average ability can enter and perform with success, provided he's had proper guidance and training.

"The student must be informed. It's as simple as that. And until high school counseling redirects some attention to this particular student, it's going to be the responsibility of the allied health profession—of all professions interested in black recruitment—to make personal contact."

A good recruitment strategy, proposed by one workshop speaker, is bringing students to the source of college training. "Many potential candidates have no idea what is involved in training to be a medical technologist, or a dental assistant, or a laboratory specialist. To see the equipment used, to hear instructions given, and to observe students at work may help that youngster decide that what he has experienced is just the thing for his life's work."

Two vigorous campaigns to increase black enrollment in health careers are thriving at the Univer-

Percent of Blacks and Total Students Earning Degrees in Education and Social Sciences, Southern Region, 1964 and 1973

Percent of Degrees in All Fields, at All Degree Levels

	1963-64		1973-74		
	Predominantly Black Colleges	All Students, All Colleges	Predominantly Black Colleges	Blacks in All Colleges	All Students, All Colleges
Education	52%	28%	42%	40%	29%
Social Sciences	14	13	18	18	13

Source: Galambos, Eva C., *Black College Graduates and the Job Market in the South, 1980*, SREB, 1976.

sity of Florida college of medicine and the school of community and allied health resources at the University of Alabama in Birmingham. Interdisciplinary teams of health professionals personally visit students in high school—as well as those in non-academic settings such as working mothers, veterans and drop-outs—promoting interest in health science careers and acquainting counselors with health training opportunities.

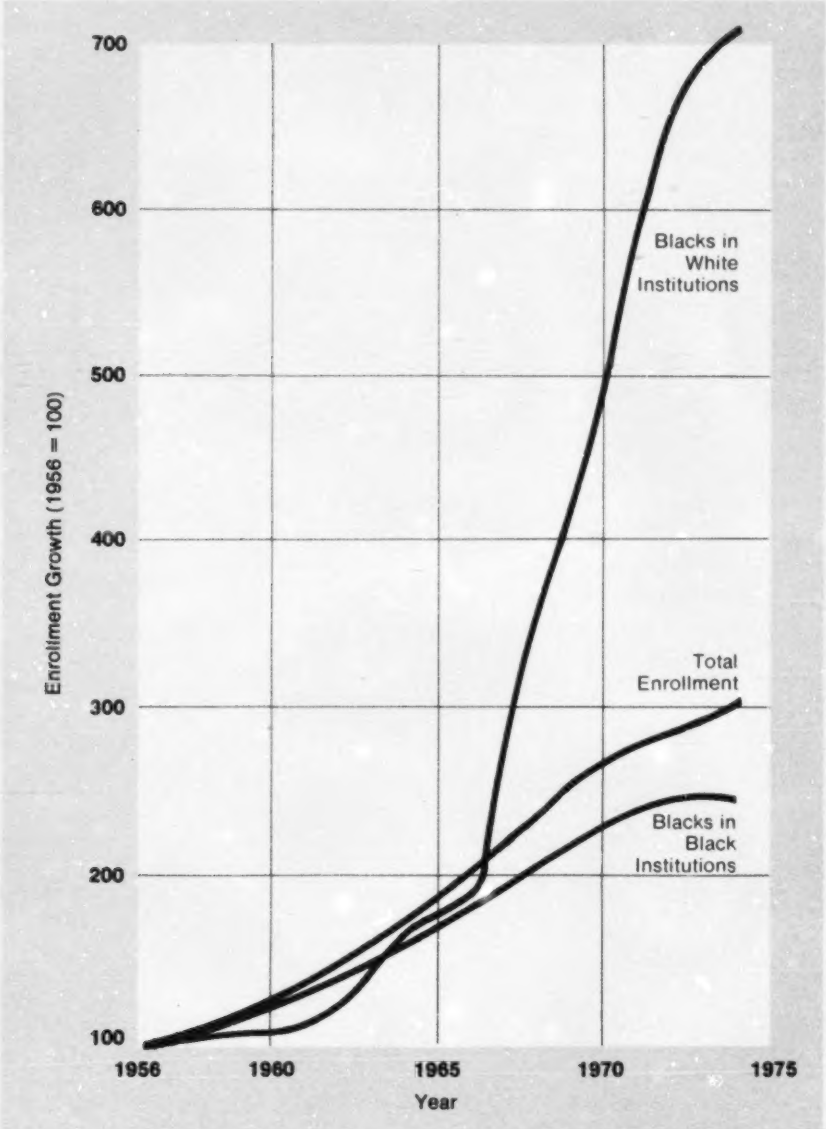
Florida students are invited to the on-campus health training center to watch the program in operation. Placement of these students in summer jobs at hospitals associated with the training center adds further support and encouragement to the students. And a summer fellowship program gives black college juniors an opportunity for independent research and participation in health career seminars at the university.

Through interinstitutional cooperation between the Florida university and two northern medical schools, financial support enables academically deficient minorities to prepare for medical school.

Alabama also works with those pre-medical and pre-dental students who were unable to matriculate into schools of their choice—excellent resource pools for recruitment into allied health.

A summer health careers program at the Medical University of South Carolina is designed to expose minority students to health career opportunities. This year 18 sophomore and junior health science students from nine regional institutions observed and assisted in the various clinical activities at the medical center. Special preparatory courses and research projects were also assigned the students. This particular program, begun three years ago, is one of five in the state.

Black Enrollment Trends in Traditionally Black and Predominantly White Institutions Compared to Total Enrollment; U.S. 1956-1974



Source: Carlos H. Arce, *Historical, Institutional, and Contextual Determinants of Black Enrollment in Predominantly White Colleges and Universities, 1946 to 1974*, (Ph.D. Dissertation, University of Michigan, 1976). Used with permission in *Fact Book on Higher Education in the South, 1975 and 1976*, SREB, 1976.

Admissions - Retention

The issue of admissions criteria and standardized test scores for minorities is now a controversial and emotional matter, as the fate of many futures hangs upon the particular criteria set by each institution. At one Institute workshop, the particular focus was "more than a condemnation of existing criteria but a call for emphasis on description and prescription rather than prediction and exclusion," assessed one of the participants.

The objective of non-traditional approaches to admissions becomes a process of not just discovering where the individual is on a scale

of attainment, but diagnosing in some detail what attributes students bring with them in order to plan those strategies which will optimize learning and provide an equal educational opportunity.

"What a remarkable breakthrough if we could force ourselves to look beyond degrees and credentials as the reason for higher education!" said Arlynne Cheers, professor of education at Grambling University. "But the best breakthrough of all would occur if we, through our efforts at this conference, could force higher education to begin—just begin—to redefine student success. . . .Unless we do so, we cannot hope to meet either the needs of black students or the needs of the society in which they are likely to live."

An active proponent of nontraditional study, K. Patricia Cross concurs. "Wouldn't it be more useful to reshape what is taught and how it is taught, so that it will give more students a better chance to succeed in college, in the job market, and in life? It is not a matter of lower standards but of providing more than one ladder to success."

Non-Traditional Approaches. Recommending unorthodox strategies for admission implies, as well, strategies for survival. Such a concept, as well as an alternative form of education, is an established practice at Florida International University (part of the state university system), now in its fourth year of operation, and constructed for Florida citizens for whom the normal institutional framework is inappropriate — underprepared and financially disadvantaged minority youth and the large number of those retired citizens who are more secure educationally and monetarily, but who find a large quantity of leisure to be as exasperatingly complicated to fill meaningfully as those looking for meaningful employment but who do not have proper educational requirements.

• Based on a tutor-student relationship, the external degree program is a working contract established between a faculty member and the individual student and is "not bound by the traditional notions of time and space," according to the program's administrator, Dabney Parks. The contract is dual-purposed, used both to assess the present level of achievement and to outline a program of study toward the baccalaureate degree, if the degree is the goal. Credit can be awarded for a student's previous academic courses, work, cre-

Total Black Enrollment by Level; Percent of Total Enrollment, 1974

	Total	Undergraduate	Graduate	Professional	Percent of Total Enrollment	Black Population Percent, 1970
United States	858,920	748,580	65,033	11,815	8.8	11.1
SREB States	333,646	293,864	27,366	3,856	13.3	19.0
South as a Percent of U.S.	38.8	39.3	42.1	32.6		
Alabama	27,566	24,521	2,453	87	19.2	26.2
Arkansas	6,756	6,285	378	29	11.9	18.3
Florida	27,507	24,836	1,711	119	9.0	15.3
Georgia	24,276	19,363	3,943	149	15.6	25.9
Kentucky	6,696	6,027	576	84	5.9	7.2
Louisiana	31,167	26,929	3,361	283	22.2	29.8
Maryland	28,841	25,546	2,596	211	15.4	17.8
Mississippi	24,204	20,900	2,235	46	27.8	36.8
North Carolina	40,161	37,369	1,902	351	17.9	22.2
South Carolina	19,860	17,899	1,611	59	17.3	30.5
Tennessee	19,604	17,139	1,891	595	11.9	15.8
Texas	45,210	40,816	3,231	387	8.3	12.5
Virginia	28,789	23,600	1,398	1,467	13.3	18.5
West Virginia	3,009	2,634	280	9	4.2	3.9

Note: Total includes unclassified students. U.S. = 33,492; SREB States = 8,560.

Source: Mingle, James R., *Fact Book on Higher Education in the South, 1975 and 1976*, SREB, 1976.

ative and other life experiences and competencies.

Although Florida's is one of few institutions to implement a university-wide alternative approach to education, the increasing number of educationally disadvantaged students on all campuses is forcing a change in structured teaching methods in many individual courses of study.

• New teaching and learning techniques in reading, writing and speech, now standard academic practices in some Southern colleges, are part of a new Institute research project. Special methods in science and mathematics, used successfully by four black Southern institutions, have recently been published by the Institute.

One of those schools, Miles College (Ala.), an "open-door" institution, places more importance on potential, rather than on test scores, admitting all serious and determined students, with or without a high school diploma, then provides development programs to meet their individual needs. The basically audio-tutorial instruction is divided into mini-courses, consisting of films, slides, tape recordings, demonstrations and short reading assignments. An instructor is available in the laboratory at all times to assist each student. Miles also supplements instruction with peer tutoring, guidance and counseling, as well as total financial support to these special students.

Other colleges, St. Petersburg Junior College, and the University of Southern Mississippi offer "programmed texts," individualized and group learning, audio-visual techniques and open-lab, and, in one school, completely revised mathematics textbooks.

• The high demand for nurses, compounded by the low representation (eight percent) of black professionals in this health field—gives promise of unlimited employment opportunities in the 1980's. Black students unfortunately tend to shun this area because of their unstable preparational foundation in secondary schools.

Favorable Job Outlook and Black Underrepresentation, Southern Region, 1980

	Total Projected Average Annual Openings, 1975-80 For College Graduates	Southern Region Total Projected Annual Market-Ready College Graduates, 1980	Black Projected Market-Ready Annual College Graduates 1980
Engineering	10,900-11,500	11,800	500-550
Accounting	5,700- 6,900	6,650	550-600
Library Science	2,400- 2,600	1,500-1,900	100-150
Computer Sciences	2,600- 3,200	1,100	70-100
Urban and Regional Planning	200- 300	200	*
Medical Laboratory Technology	2,100- 2,500	2,000	150-200
Hospital and Health Care Administration	1,200- 1,500	500	*
Nursing	4,200- 5,400	4,900	350-400
Dentistry	1,500- 1,690	1,400	55- 60
Medical and Osteopathy	4,100- 5,500	4,000	200-250
Veterinary Medicine	750- 800	650	*
Optometry	200- 300	300	NA
Occupational and Physical Therapy	1,500- 2,000	500	*
Dental Hygiene	200- 300	300	*
Medical Record Librarianship	300	100	*

*Less than 50

Source: Galambos, Eva C., *Black College Graduates and the Job Market in the South, 1980*, SREB, 1976.

Project IODINE, for those primarily from minority groups who fail to meet nursing admissions requirements, gave 175 young Southerners an opportunity which, under normal admissions procedures, they would have been denied. In 1972, three college-based nursing programs—at North Carolina A&T University, Polk Community College (Fla.), and the University of Southern Mississippi—incorporated these students into the regular framework of course activity, deviating neither in curricular standards nor by implementation of special courses. Rather, attention was focused upon tutoring, counseling, skills improvement and financial support.

Success of the three-year program can be measured by the fact that 91 percent of those nursing candidates matriculated. SREB conducted the project, assisting in planning, development and implementation of the activities. And, as is customary after such projects are completed, a workshop was held to share this information with other regional nursing schools interested in providing the same opportunity to minority students.

Building Curricula

State and foundation funding for instructional improvement, channelled through the Institute, has aided black colleges and universities through grants to improve existing courses of study, or to

Some Examples of Interinstitutional Cooperation

Agricultural Sciences
Grambling State U. and Louisiana Tech

Agriculture
South Carolina State College with Clemson U.
Alcorn State U. and Mississippi State U.

Allied Health
Jackson State U. with U. Mississippi Medical Center
Tennessee State U. with Meharry Medical College
Clark College and Emory U.

Animal Health
Alabama A&M with Tuskegee Institute's School of Veterinary Medicine

Business Administration (Master's)
Savannah State College and Armstrong State College

Education (Master's)
Savannah State College and Armstrong State College

Engineering
Jackson State U. with Mississippi State U.
Old Dominion U. and Virginia State College
Albany State and Alcorn A&M with Georgia Institute of Technology
Alabama A&M and Tuskegee Institute
Florida A&M and U. of Florida
Kentucky State U. and the U. of Kentucky
Tennessee State U. and the U. of Tennessee at Nashville
Atlanta U. Center, Morehouse College and
Georgia Institute of Technology
U. of Arkansas (Pine Bluff) and U. of Arkansas (Fayetteville)

Forestry
Alcorn State U. with Mississippi State U.

Health Sciences
Old Dominion U. and Norfolk State College

Mass Communication and Journalism
Florida A&M U. and Florida State U.

Minority Small Business Development Program
Albany State College, Albany Junior College and
Albany Vocational Technical School

Nursing
South Carolina State College with Clemson U.

Nursing (Public Health)
North Carolina A&T U. and U. of North Carolina at Greensboro

Nursing Education
Albany State College with Albany Junior College

Physics
North Carolina A&T U. and U. of North Carolina at Greensboro

Pre-Medical Programs
Winston-Salem State U. and Bowman Gray School of Medicine

Public Administration
Jackson State U. and Mississippi State U.

Research in Education and Public Policy
North Carolina A&T U. and U. of North Carolina at Greensboro

Teacher Education
Old Dominion U. and Norfolk State College

Theatre
Florida A&M U. and Florida State College

Urban Problems
Texas Southern U. and several other Houston institutions

implement new ones, and through regional participation in special workshops, to share with colleagues the rudiments of initiating instructional programs.

One of several success stories is the new bachelor of technology degree at Florida A&M University, which developed as a result of Ford Foundation monies to provide Institute consultants for those colleges seeking instructional change. Feeding students into the new technical area of study, a local junior college offers pre-professional training.

Another recipient of Ford funds, Johnson C. Smith College (N.C.), added an early childhood education degree to its academic program.

A particularly instruction-targeted project, funded by the William R. Kenan, Jr. Charitable Trust, began in 1971 when each of five colleges received $75,000, to be renewed annually for the next five years upon appraisal of satisfactory completion of work. The one stipulation was that the individual colleges, upon project's end and termination of the grant, would continue the programs.

Xavier University (La.) developed a course sequence in urban problems; North Carolina Central University, one in public administration; Fisk University (Tenn.) and Tuskegee Institute (Ala.), a new approach to the basic curriculum for freshmen and sophomores, and Hampton Institute (Va.), a stronger business administration division, plus faculty and instructional development.

Midway through the program, two other institutions were added: Saint Augustine's College (N.C.), to implement a business administration program where previously only business education had been available, and Florida A&M University, to begin a new program stressing communications skills as they are used in other disciplines, such as in science, the social sciences, and the humanities.

Support for these instructional improvements has totaled over three million dollars.

Another grant of $300,000 to four black institutions, to be given each year for the next five years, begins this fall. Virginia Union University will implement a communications program similar to that of Florida A&M's; the three other institutions—North Carolina Central, Tuskegee, and Xavier universities—have chosen to improve undergraduate science instruction and thereby increase the number of science major graduates going into related careers.

Institutional Sharing

Interinstitutional cooperation is "education undertaken without regard to ethnic background," states the Office of Advancement of Public Negro Colleges (OAPNC). "By its nature, it cuts across a variety of educational philosophies and cultural and economic levels. As a result. . .colleges are discovering that many times they can increase their often limited resources, improve the quality of education and expand their outreach regionally and nationally." Most traditionally black institutions, public and private, participate in such intercollegiate academics.

Types of educational interaction among colleges range from consortia of academic programs, faculty and students exchanges, exchanges of learning resources, and the new dual-degree program whereby a student earns credit at both cooperating institutions, after which he receives a degree from each.

There has been some federal funding but in many cases, reports the OAPNC, "the commitment of many colleges toward interinstitutional efforts has been so strong that funds are coming increasingly from operating budgets within the two cooperating institutions."

A boost to critical areas of minority manpower needs, interinstitutional cooperation embraces the exchange of study in nursing, engineering, agriculture and allied health, the sharing of library resources, and graduate and research programs.

A Lingering Problem—Dropping Out

"Whether by design or not, American public schools have served to screen out those individuals in our society who were presumed not to have the requisite abilities or talents to profit from higher learning," said John Roueche in a recent speech to an SREB legislative work conference.

One of the nation's authorities on compensatory education, Roueche cautioned against centering attention and public concern primarily upon those high school graduates who have skills' deficiencies and shortcomings. "An almost overlooked segment of our society are those millions of Americans (who) drop out of the public school experience," he said, pointing out that in some Southern states the attrition figures for minorities and poor whites is seventy percent. The problem, though, is not limited to the minorities and underprivileged. It permeates the entire population. "If high school graduates are deficient and have difficulty coping in modern America, consider the problems facing those Americans without a high school education.

"Today's 'losers' in school," said Roueche, "can expect little chance of 'winning' outside of school. This phenomenon has not always been true in America. Even in the past twenty years, individuals who were not successful or interested in formal schooling could succeed or 'make it' in society. This occurrence is now almost impossible."

Roueche calls for a "radical rethinking of our approach to education. . .not a return to basics, as many are advocating today, but a call for schools therapeutic by design and facilitative of student growth and development." For the moment, he says, the problem is tossed to American colleges and universities to solve, but with little if any promise of adequate support.

"America no longer needs to educate a few for positions of leadership," advises Patricia Cross, "but rather to educate the masses to their full humanity."

And many regional institutions are doing something about it.

For Further Reading

The following are SREB publications:

"Black College Graduates and the Job Market in the South, 1980," by Eva C. Galambos, SREB, 1976. $1.50.

"The College and Cultural Diversity," a project report on the black student on campus, SREB, 1971. Out of print.

"The External Degree Program," Florida International University, SREB, 1976. $1.

Information on publications listed below may be obtained through author or publisher:

"Bowles, Frank and Frank A. DeCosta, *Between Two Worlds: A Profile of Negro Higher Education*, reprinted from *Sponsored Research of the Carnegie Commission on Higher Education*, McGraw-Hill Book Company, New York, 1975.

The Carnegie Commission on Higher Education, *From Isolation to Mainstream, Problems of the Colleges Founded for Negroes, A Report and Recommendation*, February 1971.

Cross, K. Patricia, "New Students in the New World," Dickman W. Vermilye (ed), *The Future in the Making*, Washington, D.C., Jossey-Bass, 1973.

Gordon, Edmund W., *Opportunity Programs for the Disadvantaged in Higher Education*, Washington: ERIC/Higher Education Research Report No. 6, 1975.

"Minority Group Participation in Graduate Education," The National Board on Graduate Education, National Academy of Sciences, Washington, D.C., 1976.

News from the Region

A three-year faculty development program at **Mississippi College** has begun through Lilly Endowment funding of $109,500.

An Alternative Learning Center, housed at **Morgan State U.**, is a joint effort of the university and the Baltimore city public schools. Scheduled for a September opening, the center will provide non-traditional instruction for youngsters, ages 12-16, who cannot adjust to regular learning environments, academically, vocationally, or behaviorally.

Another **Morgan State** innovation is that of offering graduate school grants to eligible non-black students, need being the major criteria.

Increasing minority enrollment in engineering at the **U. of Texas** at El Paso has been made possible through a three-year Alfred P. Sloan Foundation grant of $241,000.

A new Houston Urban Fellows and Interns Program will be established at **Texas Southern U.** school of public affairs, resulting from a two-year, $250,000 Carnegie Corporation of New York grant. The program is designed to attract talented men and women for a year's service to the mayor and other city officials.

An additional grant to **TSU**, $100,000 from the Ford Foundation, will include library and curricula development, as well as further development of the master's degree program in public administration.

Another public administration program, this one at **Virginia State College**, will be implemented through a $318,000 Rockefeller Foundation grant. **VSC** will also initiate new instructional techniques to maximize the learning process, using a $100,000 federal grant.

Albany State College has received a four-year, $303,250 W. K. Kellogg Foundation grant to strengthen its business administration program.

And to expand its premedical program, **Jackson State U.** will use Josiah Macy, Jr., Foundation funding, totaling $67,975.

Sixty-three minority students, including a number of women, have been admitted to the **U. of Maryland** (College Park) college of engineering through a $45,000 grant from the Westinghouse Educational Foundation.

Four traditionally black institutions in the SREB region have been awarded $13,750,000 for educational improvement from the Advanced Institutional Development Program. Fund recipients are **Bowie State College, Savannah State College, Southern U. and A&M College**, and **Tennessee State U.**

To combat writing deficiencies in the state, the **U. of South Carolina** will use an $88,638 grant from the National Endowment for the Humanities. The university will supplement these funds to expand its tutorial service, free to community citizens, as well as to students.

Note: Regional Spotlight is issued quarterly during each academic year. The articles are created by the writer-editor with the assistance of persons knowledgeable in the field being treated. Newspaper, magazine and periodical editors are invited to use the material here in whole or in part. When SREB material is used, please provide a sample copy of the issue in which it appears to the Board, addressed to the writer-editor's attention.

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